

Letterville Phonics Program

National Reading Styles Institute, Inc.

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ISBN - 1-883186-47-1 LEK1 (T or CD)

Edition - First

Grade Level	P1 - Kindergarten
Readability Level	Pre Primer
Course / Content	Reading Speech Language Arts Spelling Teaching Reading to ESL Other Writing Handwriting Contains phonemic practice.
List Price:	299
Wholesale Price	299

The features of each book or program were developed by the publisher and do not reflect the opinion of the Kentucky State Review Team Kentucky State Textbook Commission or the Kentucky Department of Education.

Content	This brain-based, multisensory program presents 26 letter units and 8 review units. Each letter has its own multisensory unit, which introduces the letter character through its own story and song, along with phonemic practice. This brain-based approach allows for providing differentiated instruction. Each unit also makes available practice in listening, speaking, reading and writing. Students learn to distinguish between upper- and lower-case letters and match letters and words containing the letter in initial position. There is practice in writing and pronouncing all the letters. There is also audio practice in rhyming, identifying initial consonants and vowels, syllabication, blending one-syllable words, segmenting, adding "s" and "es." Letter and word games help students to develop an initial vocabulary of sight words. Each letter and review unit takes approximately one week to teach.
Student Experiences	Each week, students visit another letter in Letterville and learn key Pre K-K skills through multisensory experiences and exposure to letter characters, stories and songs, making in- and out-of-context letters easy to recognize and remember. Students listen to the story and song, sing the song, identify and color the letter character and practice saying and writing the letter in their own letter books and homework books. All student work is done on pages duplicated from black-line masters. Over 75 reproducible games provide enjoyable practice in remembering and distinguishing among letters and their sounds and recognizing words containing the learned letters. The music helps students make powerful emotional connections.
Assessment	After every three letters, there is a special one-week review lesson that helps the teacher assess the students' progress. The review lesson includes a reintroduction of the letters, phonemics exercises with the three letters, writing activities and games. Students are assessed with both phonemic activities and worksheets that practice the skills learned in the previous three weeks.
Organization	The Letterville Program consists of four binders tabbed by letter, a color alphabet card for each letter character and an individual poster of each letter. The binders contain 34 audiocassettes (or 11 CDs) with a song, story, a worksheet for tracing and coloring and a hidden picture game for each letter. Each letter also has phonemic exercises, practice sheets, homework booklets, letter books,

review games and other review materials. The Review binder has a unit for each three-letter cluster, writing practice of upper- and lower-case letters, practice in recognizing words beginning with any of the three letters, a personal student book with words that begin with each of the letters, hands-on activities using words that begin with each of the three letters and games to practice recognizing words that begin with each of the three letters. Printed materials are on black-line masters ready to be duplicated and distributed for students to use in class and at home.

Resource Materials Audio-recorded teacher scripts are part of the Letterville Program. Letter cards in color, color posters of each letter and black-line masters of the worksheets, letter books and homework books are part of the Letterville Program.

Gratis Items to be provided and under what conditions N/A

Available Ancillary Materials Staff Development

Research Data and Evidence of Effectiveness

Disclaimer: the research data and evidence of effectiveness was provided by the publisher and does not reflect the opinion of the State Review Team, the State Textbook Commission, or the Kentucky Department of Education.

Research Available YES - provide information below
Feedback from schools indicates that Pre K-K students learning with the Letterville Program are recognizing letters faster, remembering them better and enjoying the songs associated with each letter character. The teachers are enthusiastic about the progress students have made. NRSI has written testimonials from several schools.

Overall Strength and/or Weaknesses

Disclaimer: Comments on the strengths and/or weaknesses of each book, material or program were written by members of the State Textbook/Instructional Materials Review Team and reflect their opinions. They do not reflect the opinions of the State Textbook Commission nor the Kentucky Department of Education. In addition, the State Textbook/Instructional Materials Review Team completed each evaluation form during summer of 2005. In order to maintain the integrity of the review team's comments, editing was limited to spelling and punctuation.

Recommendations: This item was evaluated as part of the complete set of National Reading Styles Institute (NRSI) materials. It is recommended that all of the NRSI titles be included on the Kentucky State Textbook Adoption List as a supplemental reading program.

Summary Form

- | | | |
|------|---|------|
| I. | Technology Component Summary | 0.00 |
| | Each story is recorded at a slow reading rate in an audio cassette and CD format.
There is not an interactive technology component for students. It is strictly a listening component. The managment program is not available on CD for teacher use. | |
| II. | Reading Content Summary | 1.5 |
| | The Power Reading Program offers a variety of fiction stories. Also, a good variety of comprehension questions appear after each story. Games give students opportunity to practice more reading skills.
Only fiction stories are included. | |
| III. | Writing Content Summary | 1.00 |
| | Opportunities are included for students to respond in writing on some of the extended activities.
The focus of this program is to improve reading fluency and comprehension. It is not a total language arts program. The writing process is not taught and writing prompts are limited. | |
| IV. | Grammar and Spelling Content Summary | 1.00 |
| | The focus of this program is to improve reading fluency. It is not a total language arts program. Some grammar and spelling skills are found in practice materials, but are not directly taught. | |
| V. | Listening /Speaking / Observing Content Summary | 1.00 |
| | The format requires students to learn to listen, observe and repeat reading tasks. | |

- Could not find any opportunities for students to do extended projects connected to reading stories to share with class.
- VI. Inquiry Content Summary
No inquiry component found.
- VII. Technology Content Summary
Students are given opportunities to listen to each story at a slow reading speed.
No student interactive component, and no teacher management program.
- VIII. Audience: Teacher Materials Content Summary 1.13
Background research can be found online.
The Teacher's Guide consists of about seven pages found in the appendix of the Power Reading notebooks.
- IX. Audience : Student Materials Content Summary 1.17
A clear focus is present on improving reading fluency and comprehension with some writing, vocabulary development and spelling included in some of the extension activities on blackline masters.
Only fiction stories.
- X. Format Content Summary 1.67
The format is age-appropriate.
Black and white format and redundant daily routine could become boring for some students.
- XI. Ancillary Materials Content Summary 1.00
Not a lot of different materials needed to begin this reading program.
Integrations are not made to other subject areas. Teacher resources are very limited.

READING CONTENT

Only nonfiction texts are included.

WRITING CONTENT

Writing skills are not taught directly and are not found in all levels of the Power Reading series.

GRAMMAR AND SPELLING

The power reading program is a reading development program, not a total language arts program.

LISTENING / SPEAKING / OBSERVING

This program requires that students listen to stories, then respond by answering comprehension questions. The speaking component comes into play if the teacher asks students to respond orally to stories.

INQUIRY

No inquiry component found in this reading program.

TECHNOLOGY CONTENT

Audio CDs and cassettes of taped stories are included with this program for student use.

AUDIENCE: TEACHER MATERIALS

Very limited.

Assessment does not include state-like assessments, but it is appropriate for finding the appropriate level for placement in this program and for testing reading fluency.

Some of the research information is located online. It is stated in the introduction to the power reading materials that teachers may receive training on how to use materials by attending a seminar, on-site staff development and national seminar.

The focus is on reading fluency and comprehension.

Research information and nrsi material information can be found online.

The teacher's guide consists of about a seven-page appendix.

AUDIENCE: STUDENT MATERIALS

Only fiction selections are included, but many appear to be of a high interest nature.

Handwriting skills appear in the Letterville Phonics program.

The emphasis is on reading development.

Writing activities are very limited.

The focus of this program is on teaching reading development. It is not a total language arts program.

FORMAT

Story texts are found on blackline masters.

The format lacks color since the stories are on blackline masters, but they are organized in age-appropriate type.

ANCILLARY MATERIALS

Limited to research and available materials.

There are not many teacher resource materials included in this program, but the blackline masters and audio cassettes or cds are all that are really needed to implement this reading program.